

The Role of College Teachers' in Identifying Attention Deficit Hyperactivity Disorder in Students

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Abstract : The present paper analyzes the lack of teachers' awareness and knowledge regarding the Attention Deficit Hyperactivity Disorder in the college students. Attention deficit hyperactivity disorder causes individuals to consistently display extreme inattention, impulsivity and in many cases hyperactivity as a result of the physiological differences of the brain. Teachers have a formative influence on their students and can play a key role in identifying and supporting students with Attention Deficit/Hyperactivity Disorder (ADHD). Despite the pervasiveness and salience of this disorder, educators at college continue to labor under a number of misconceptions about the nature of ADHD. In order to fulfill this important role, it is imperative for teachers to have explicit knowledge about this disorder. ADHD in college students remains the most under-recognized and undertreated mental health condition. The overall aim of this study is to investigate teachers' knowledge and misconceptions of ADHD with a particular focus on recognition, assessment and management of ADHD in adult college students. It designed to assess the college teachers' knowledge, opinions, and experience related to the diagnosis of attention-deficit/hyperactivity disorder (ADHD) and by maintaining open lines of communication with the students and understanding some key elements that can affect students' overall growth and ability. The discussion focuses on the value of the role of teachers and their relationship with each college student dealing with ADHD.

Keywords : attention deficit hyperactivity disorder, development of ADHD, diagnostic criteria, role of teachers

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